

DRAFT

Parallels: MarcoPolo and the “No Child Left Behind Act of 2001”

NCLB and MarcoPolo: Core Parallels

Content and Assessment (Title I)

MarcoPolo Content spans the core curriculum with proven, standards-based lessons, activities and teacher resources that help prepare students for high-stakes assessment mandated in NCLB.

NCLB

MarcoPolo

Requires states to adopt challenging academic content standards.	MarcoPolo high-quality content is correlated to national standards, which provide a model for many state standards.
Demands increased student academic achievement, measurable using <u>assessments</u> correlated to state standards.	WorldCom Foundation’s Grant Programs offer States funding and other resources to help them correlate MP content to their state standards and develop additional resources, including assessments for MarcoPolo content that are correlated to state standards. Many MarcoPolo lessons currently contain assessment components.
High-stakes assessments required in math and reading/language arts, followed by assessments in science in SY 2007-2008.	Standards-based, Content-partner developed peer-reviewed resources in core content areas help teachers educate and prepare students for high-stakes assessments.
Reading First Initiative in Title I prescribes action to address barriers that prevent young children from learning to read.	The new “Read/Write/Think” site (IRA and NCTE) will contain content that complements this initiative.
Authorizes the Secretary to implement competitive grant program to further the teaching of American history.	MarcoPolo resources on EdSITEment, and subject-centered training can support this initiative.

Professional Development and Teacher Quality (Title II)

MarcoPolo Professional Development provides free to teacher-trainers, administrators and other educators unparalleled K-12 standards-based content integration training, regardless of geographic location.

NCLB

MarcoPolo

Requires “ongoing, sustained, and intensive, high quality professional development” for all teachers.	MarcoPolo’s rollout model: goal of placing a Field Trainer in every school building in the country to offer ongoing coaching and mentoring to teaching staff, and supporting each Field Trainer with ongoing updates and training resources , meets this need.
Requires states to ensure that teachers are highly qualified to teach in their assigned areas.	MarcoPolo training is being infused into the curriculum at schools of education throughout the country, written into PT3 grants, and other training initiatives for pre-service and in-service teachers.
Enhancing Education Through Technology (E2T2) Program encourages “effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices.”	MarcoPolo Internet Content for the Classroom and professional development program were designed for the same purpose. MarcoPolo’s diverse hands-on training options, including face-to-face and distance learning, as well as its low cost to attendees, make it a good model for NCLB.
Requires training for <u>principals</u> to help them integrate technology into curricula and instruction to improve teaching.	MarcoPolo’s Principal and Administrator training is a nice fit here. Many states have infused MarcoPolo training into their Gates Leadership Grant Programs for principals and administrators.

DRAFT

Requires professional development activities in core academic subjects, including use of computer related technology to enhance student learning.

MarcoPolo offers subject-centered training for Field Trainers and end-users.

NCLB and MarcoPolo: Additional Parallels

Student Technology and Literacy

NCLB

Requires states to improve student academic achievement through the use of technology in schools. It is also designed to assist every student in crossing the digital divide by ensuring that every student is technologically literate by the end of 8th grade.

MarcoPolo

MarcoPolo was designed to bridge the Digital Divide. Teacher use of technology to access and present quality online resources with students will result in greater student proficiency.

Supplemental Services

NCLB

Requires states to provide extra academic assistance, particularly in reading, language arts and mathematics, for low-income students who are attending Title I schools that have failed to make adequate yearly progress for three or more years. These academic services may include assistance such as tutoring, remediation, and academic intervention. Instruction must take place outside the regular school day, such as before or after school, on weekends, or during the summer.

MarcoPolo

Teachers who have been trained to use MP can effectively extend the instructional day for their students with high-interest, high-quality, standards-based content that will engage them. By infusing MarcoPolo into their supplemental services, districts can reduce cost of curriculum resources and teacher training, allowing their budgets to go further.

Accountability

NCLB

Requires accountability in numerous ways in all sections of the act. (annual student assessment, proficiency levels, teacher certification, etc.)

MarcoPolo

Rusticello (MarcoPolo's professional development tracking and reporting system) can help states track the professional development of their teachers by providing information on how many and which teachers have been trained on MarcoPolo using online resources that are correlated to their state standards, and how many hours they have been trained. The tracking of professional development hours is one of the ways states measure teacher quality.

Cost

NCLB

\$26.5 Billion (FY 2002)

MarcoPolo

MP content and professional development (cadreled Train-the-Trainer sessions) are offered free of charge nationwide, this allows funding dollars to go further and states to leverage them for greater impact.